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ABSTRACT

This document is intended to be a guide for administrators and other school personnel to develop an effective violence prevention program in their school communities. Violence is about norms, not only the attitudes and behaviors of individuals, but also the perceptions individuals have of the attitudes and behaviors of others. Because the norm fuels the violence, it is the norm that must be targeted for change. The school is an essential arena for change because it is where young people spend a large part of their lives and it is where many students' beliefs about violence are formed and nurtured. In choosing effective strategies for the prevention of violence, it is important to select strategies that are related to the community norms that support violence. Some promising programs for violence prevention are described, focusing on "Get Real about Violence" developed by J. Hawkins and R. Catalano. Criteria are listed for effective school-based violence prevention programs, and lists of 17 resource organizations and 47 suggestions for further reading are provided. (Contains 12 references.) (SLD)

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Preventing Violence

Changing Norms in School Communities

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Preventing Violence

Changing Norms in School Communities

"Although . . . the problem of violence involving youth is staggering . . . there is overwhelming evidence that we can intervene effectively in the lives of young people to reduce or prevent their involvement in violence."

—American Psychological Association
Commission on Violence and Youth

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Comprehensive Health Education Foundation—C.H.E.F.®—and AGC Educational Media, are pleased to contribute to the state of violence prevention by making possible *Preventing Violence: Changing Norms in School Communities.* This document is the result of the combined efforts of the following people:

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Preventing Violence

Changing Norms in School Communities

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This document is an attempt to systematically address the crisis of youth violence. This document is a ***framework***, a structure of ideas that you can adapt depending on the circumstances of your own school community.

The goals of the document are threefold:

- to demonstrate that violence is preventable
- to demonstrate that individuals can begin to set into motion systems and actions to prevent violence
- to identify some of those systems and actions

"Preventing Violence: Changing Norms in School Communities" is not the last word in violence prevention; in fact, we hope that it isn't, because much work still needs to be done and many words still need to be written. However, we do hope that this document will be a guide for administrators and other school personnel to develop an effective violence prevention program in their school communities.

A Short History of this Document

In 1993, violence was increasingly becoming a paramount health issue for young people. As a result, Comprehensive Health Education Foundation—C.H.E.F.—began to conduct research into youth violence, with the idea of developing a school-based violence prevention curriculum. It soon became apparent, however, that the problem of violence superseded anything that could be provided as a remedy on only a classroom level. The initial document, titled "Preventing Violence: A Framework for Schools and Communities" and published by C.H.E.F. in 1994, was the result of examining hundreds of papers and discussing with scores of people—educators, scientists, parents, and especially students—the issues related to violence. In 1997, Altschul Group Corporation—AGC—joined C.H.E.F. in producing this document you're now reading. This document has incorporated the latest research and statistics on violence, focused the philosophy on changing norms in school communities, and streamlined the list of referenced programs to reflect that philosophy.

Preventing Violence

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The Strength of Violent Norms

During C.H.E.F.®'s first interviews (see the previous section, "A Short History of this Document,") something became apparent, something we subsequently found to be supported in much of the current literature on violence prevention. That something was this:

Violence is about *norms*—not only individuals' attitudes and behaviors, but also individuals' perceptions of others' attitudes and behaviors.

If you're an eighth-grade student, and you see all your friends cheering a fight on the playground, and you watch the winner of that fight be swarmed over by many more people than the loser, and you never hear your teacher say one negative word about the fight, here is what you most likely believe as a result:

- Watching fights is fun.
- Fighting makes you popular.
- Adults condone fighting.

These are just three of the beliefs encouraging violence we found among middle-school students. The beliefs are engendered early, and they are the direct result of a child's experiences: The child repeatedly witnesses events that support these beliefs; the child perceives that other students share the beliefs; and the child is directly taught by peers, adults, and various media that these beliefs are valid.

Common Experiences and the Resulting Beliefs that Encourage Violence

EXPERIENCE	BELIEF
Someone is overheard saying about a boy who is teased mercilessly, "If he doesn't want to get teased, then why does he act that way?"	**Victims deserve what they get.**
A boy walks away from a fight and is immediately jeered as a coward; this characterization stays with him throughout the year.	**People should never walk away from a fight.**
A girl comes to school with a black eye, the result of her boyfriend's having punched her; she acknowledges, and her girlfriends agree, that she never should have been flirting with someone else.	**It's okay to slap around boyfriends or girlfriends to keep them in line.**
A girl comes to school with a black eye, the result of her mother's having punched her; she acknowledges, and her girlfriends agree, that she never should have talked back to her mother.	**It's okay for children to be hit if they've done something wrong.**
Teachers are overheard "admiring the guts" of the hero of a movie in which he has killed dozens of people in order to save his girlfriend.	**People who fight deserve a lot of respect.**
A boy who tells a teacher about an impending fight gets beat up himself when one of the thwarted combatants finds out about it.	**People should never "rat" on someone who's involved in a fight.**

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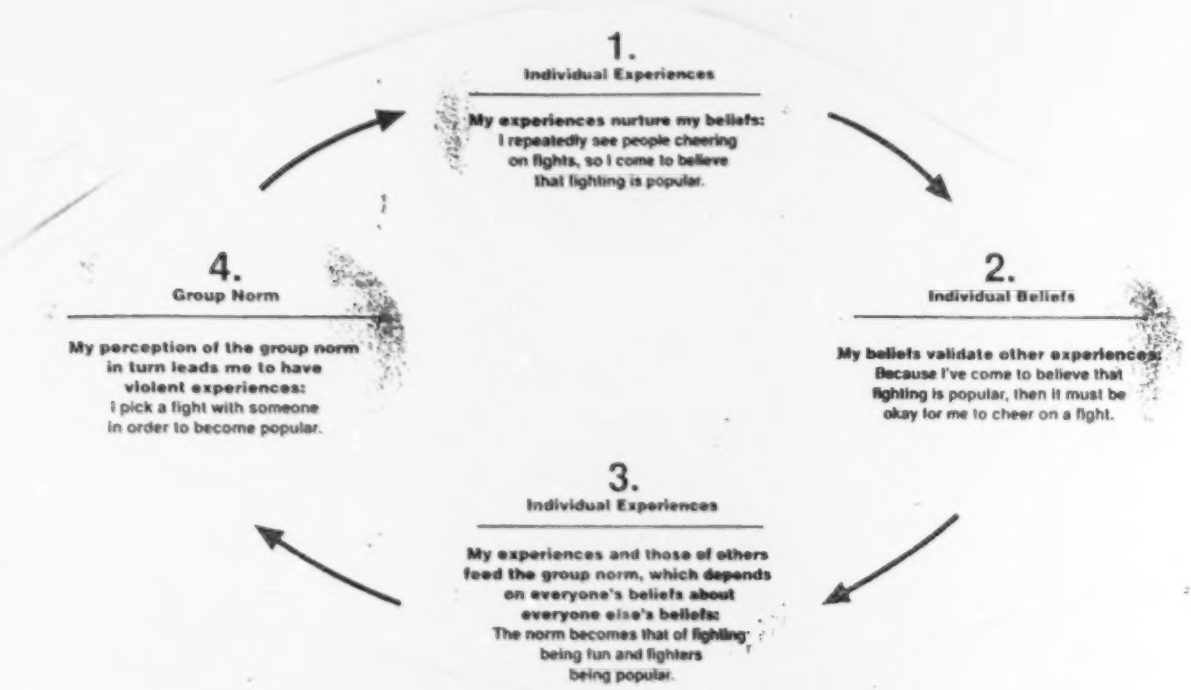
These experiences and beliefs feed on one another in an ever-escalating spiral of aggression and violence. The norms eventually affect everyone, whether or not the individual subscribes to the original attitude that formed the norm:


1.
Individual Experiences
My experiences nurture my beliefs:
I repeatedly see people cheering on fights, so I come to believe that fighting is popular.
2.
Individual Beliefs
My beliefs validate other experiences:
Because I've come to believe that fighting is popular, then it must be okay for me to cheer on a fight.
3.
Individual Experiences
My experiences and those of others feed the group norm, which depends on everyone's beliefs about everyone else's beliefs:
The norm becomes that of fighting being fun and fighters being popular.
4.
Group Norm
My perception of the group norm in turn leads me to have violent experiences:
I pick a fight with someone in order to become popular.

It doesn't matter which of these four events comes first. Event #1 leads to #2, which leads to #3, which leads to #4, which leads back to #1, and so on. Soon the important variable is not the individual beliefs or attitudes but the group norms. Soon it doesn't matter what *I* believe; what matters is what I think *everyone else* believes and what I perceive everyone else doing. I may not really enjoy watching fights, but everyone else does. I may sympathize with someone who just got beat up, but if I show that sympathy, I may be next. I may think it's okay to tell a teacher that someone is going to be in a fight, but I don't want to be branded a snitch. I've subordinated my attitudes and my behaviors to the group norm.

Because the norm fuels the violence, it's the norm that must be targeted for change.

It was only recently that the norms changed against people smoking cigarettes in restaurants, airplanes, public facilities, and so on. Did people suddenly become aversive to cigarette smoke? Or is it the norm that has changed and made it permissible to work in a smoke-free environment? Surely, individual attitudes played a part in changing the group norm, but what may have been unthinkable a decade ago—requiring smokers to step outside—is now commonplace. It's now the norm.

There are other examples—the wearing of seat belts, the use of answering machines, the advent of the "designated driver"—all of which were at one time novel, suspect, even looked down upon. Today they're acceptable, expected. Today they're the norm.

We believe, and many of the studies cited in this document concur (e.g., Guerra and Williams, 1996; Slaby, Wilson-Brewer, and Dash, 1994), that effective violence prevention programs focus on changing norms—encouraging nonviolent norms and discouraging violent norms. As James C. Howell of the Office of Juvenile Justice and Delinquency Prevention notes, " . . . curriculum intervention might be more successful if nonviolent beliefs and attitudes were the primary emphasis." (1995)

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This document is the fruit of our attempts to provide a perspective of this strategy, a theoretical and practical perspective that we hope you find useful. C.H.E.F.® and AGC Educational Media have provided this framework because first, we want to reduce the amount of violence in this country, and second, we know there's no magical formula to do that. By giving you ideas, citing the theoretical rationale for those ideas, and showing you some programs that seem to be headed in the right direction, we want to help you to begin to fashion your own violence prevention program.

"Violence has become so common that not only do we expect and accept it, but we have begun to view it as appropriate behavior."

—U.S. Centers for Disease Control and Prevention

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Schools as Arenas for Change

"Schools can become a leading force in providing the safety and the effective educational programs by which children can learn to reduce and prevent violence . . . We recommend that school systems take a long view of children's education regarding violence and make every effort to develop and implement a coordinated, systematic, and developmentally and culturally appropriate program for violence prevention beginning in the early years and continuing throughout adolescence."

—American Psychological Association

We've focused on the school community for a few simple yet powerful reasons:

1. School is where young people spend a large part of their lives.
2. School is where many of their beliefs about violence are first formed and later nurtured.
3. School is where proven mechanisms and trained personnel exist to shape their attitudes.
4. School is where they can most easily learn skills to stay out of trouble.

Let us, however, say at the outset that effective violence prevention can occur only when young people receive nonviolent messages from a variety of environments, most certainly including the home environment. Home is where the messages can be reinforced, the skills practiced, and the support given. Home—particularly for children in grades K-5—is the greatest source of credibility and authority. As children move into middle school, junior high school, and high school, the home environment recedes in importance and is replaced by peer relationships and experiences in the greater community. By that time, violent norms have taken root and what's needed is not so much violence prevention as violence *inter*vention.

But school offers some advantages that home doesn't, most prominently the opportunity for standardization. Implementation differences aside, school-based programs have the potential to be effective for a greater number of children. That's why in this document we'll be focusing on the school community.

For the most part, we'll be citing school-based programs that may help you in your own attempts to stem violence. These programs are only a small percentage of the many programs in communities across the U.S. that address the problem of youth violence, but we hope that you'll derive some solutions from their examples. When we're done, we anticipate that you'll have a better idea of not only what to do but also how to do it.

One note of caution when selecting a school-based program: The norms relating to violence change between kindergarten and grade 12. In younger grades, children feel perfectly comfortable going to adults for help. They see violence as a "bad" thing, and for the most part, it makes them uncomfortable. It's only in later grades that they've become in undated with violent messages from their peers, and from media like movies and television.

Therefore, think about the developmental level of your audience and what norms it subscribes to. It may be that in younger grades you need to focus on skills, e.g., how to ask someone for help, so that students can express the attitudes they believe in. And in older grades you may need to focus on attitudes, e.g., the idea that victims don't "deserve it," so that students are motivated to use the skill they've learned.

"Television teaches extremely misleading lessons about violence. Young children, who are constantly learning to distinguish real from fantastic, learn from television that violence is effective, justified, humorous, rewarded, manly, clean, and pleasurable for its own sake."

—Center for School Counseling Practitioners

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Here is how we're defining violence for the purposes of this document:

Violence is any intentional, physical, unwanted act toward a person.

The first component of this definition, intentionality, is obvious: Accidentally bumping into someone may have dire consequences, but it would hardly call for the same response as pushing or shoving someone.

Other components of the definition may be more problematic. For example, some people consider "name-calling" to be violence. We think that name-calling can certainly be a *precursor* of violence, but we found it difficult to make the fine distinctions between playful, sarcastic, and hateful name-calling; too often the intent was debatable. Physical acts, however, are less open to interpretation, and therefore easier to identify and to address.

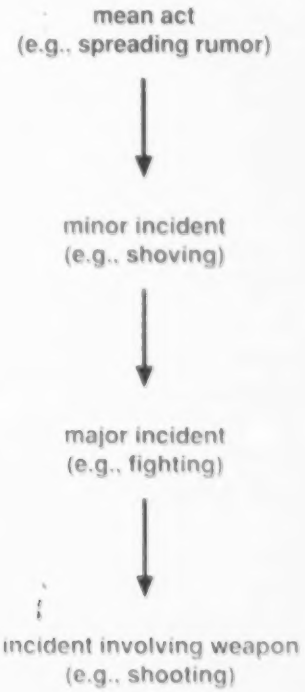
Similarly, although we would consider football and wrestling "violent" sports because of their inherent physical interplay, we would question whether they were truly accurate measures of violence: Though intentional, though physical, the acts are not unwanted. Few violence prevention programs would seek to outlaw such sports.

Finally, we think that to be considered "violence," the act should be directed toward a person. While we don't think that kicking chairs, for example, is a sound way to let off steam, and in fact may be a harbinger of violence against people, still, we don't believe that the same dynamics are at work for furniture abuse, nor do we believe that kicking chairs should provoke the same kind of remedial action as kicking a person.

It should be noted that most violence in school is not the gross behavior of someone beating someone else up. It's more likely shoving, tripping, hitting, slapping, pinching, kicking, or tearing hair. For every incident involving a weapon, there are many more "small" incidents involving a hand or a foot that go unnoticed, unreported, and without consequence to the perpetrator. And it should be further noted that mean acts and other hurtful though technically nonviolent actions are warning signs for what may come. Some examples:

- spreading vicious rumors about someone
- manipulating others' attitudes to isolate someone
- publicly humiliating someone
- laughing at someone's misfortune

Consider the following continuum:



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This could be a typical genesis of violence, beginning in grade school and ending in adolescence. The roots of all four acts, however—the spreading of the rumor, the shoving, the fighting, and the shooting—can be found in the *acceptability* of violence. If, early on, we can disabuse young people of the notion that violence is acceptable, then we have a good opportunity to break the continuum.

Violence is a serious and growing danger to young people—indeed, to all of us. Consider the following, from the National Center for Injury Prevention and Control:

- In 1994, 8,116 people from 15-24 years old in the U.S. were victims of homicide, an average of 22 homicide victims every day.
- Of all homicide victims in 1994, 38% were younger than 24.
- Homicide is the second leading cause of death for all people 15-24 and the leading cause of death for African-American and Hispanic people 15-24.
- The homicide rate among males 15-24 in the U.S. is 10 times higher than in Canada, 15 times higher than in Australia, and 28 times higher than in France and Germany.
- Annual rates of firearm homicide for people from 15-19 years old increased 155% between 1987 and 1994.
- In 1995, 1 in 12 students reported carrying a firearm at least once in the previous 30 days. In 1990, this was true of 1 in 24 students.
- Arrest rates for homicide among people 14-17 increased 41% between 1989 and 1994, compared to a decrease of 19% for people over 25 during the same time period.
- Nearly 20% of all violent crime arrests in 1994 involved a person younger than 18.

As is usually the case, the statistics don't even begin to tell the story. The effects of violence are much more insidious than broken bones, lost lives, and grieving loved ones. A variety of research has shown at least four major effects of violence on young people:

1. They become less likely to help victims.
2. They become desensitized to violence.
3. They become more fearful and mistrustful.
4. They become more violent.

These are effects we see in the rising incidence of youth violence, but they're effects we can do little about unless and until we begin focusing on violent norms.

A recent report published by the Harvard Graduate School of Education (1994) concludes that what is needed to begin stemming the tide of violence is a collaboration of " . . . practitioners and researchers, schools and families, business, communities and young people, all working together . . .."

Collaboration is the beginning of prevention.

collaboration prevention

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Effective Strategies for the Prevention of Violence

We believe that violence is neither immutable nor hereditary. Violence *can* be prevented.

As befits a serious, complex, and widespread problem, the explanations for violence and particularly the proposed solutions have been similarly serious, complex, and widespread. In its 1993 report on violence and youth cited above, the American Psychological Association (APA) determined that " . . . no specific social experience inevitably leads to violence. The degree of risk is strongly influenced by what the child or youth previously learned about violence and aggression." The authors of the APA report recommended programs that use tested theoretical strategies to reduce risk factors leading to antisocial behavior, and, more specifically, that do the following:

- " . . . begin as early as possible . . ."
- " . . . address aggression as part of a constellation of antisocial behaviors . . ."
- " . . . include multiple components that reinforce each other across the child's everyday social contexts: family, school, peer groups, media, and community . . ."

Because the problem is complex, because the solutions are complex, we believe that school communities need a theoretical model to provide a rationale for a wide range of activities, a theoretical model of a violence prevention program that is applicable on many different levels—the school, the family, and so on. Given the overall goal of changing norms, we believe that two approaches—extraordinarily complementary—provide a sound theoretical approach to violence prevention.

The first of these approaches is *reducing risk factors.* Drs. David Hawkins and Richard Catalano, professors at the University of Washington, have developed this strategy based on the long-accepted public health approach of addressing problems. For example, the problem of coronary disease may be addressed—in part—by people's reducing their intake of fats; eating fatty foods is a risk factor for getting coronary disease. The problem of automobile accidents may be addressed—in part—by people's reducing their speed; speeding is a risk factor for becoming involved in an automobile accident.

In the case of violence, the strategy addresses risk factors previously identified in the literature and accepted by the prominent researchers in the field; these factors are also associated with behaviors such as substance abuse, delinquency, teenage pregnancy, and school dropout. *(See the chart, "Risk Factors for Adolescent Problem Behaviors"; a detailed explication of Hawkins' and Catalano's "Social Development Strategy" can be found in their book* Communities That Care, *1993.)* Thus, the problem of youth violence may be addressed—in part—by changing media portrayals of violence; media portrayals of violence is a risk factor for becoming involved in violence.

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Note the shaded areas on the chart, "Risk Factors for Adolescent Problem Behaviors": These represent risk factors related to norms. In the previous example, if we can change the norms on TV and movies such that the heroes don't always solve problems by fighting, the "good guys" sometimes do get hurt in fights, and people can look dignified and respectable by walking away from a fight—then we reduce one of the risk factors for youth violence.

Risk Factors for Adolescent Problem Behaviors

	Adolescent Problem Behaviors*				
RISK FACTORS *(shaded factors relate to norms)*	SA	DE	PR	DO	VI
Community					
availability of drugs	■				
availability of firearms		■			■
community laws and norms favorable toward the problem behavior	■	■			■
media portrayals of violence					■
transitions and mobility	■	■		■	
low neighborhood attachment; community disorganization	■	■			■
extreme economic deprivation	■	■	■	■	■
Family					
family history of the problem behavior	■	■	■	■	
family management problems	■	■	■	■	■
family conflict	■	■	■	■	■
parental attitudes favorable toward and involvement in the problem behavior	■	■			■
School					
early and persistent antisocial behavior	■	■	■	■	■
academic failure in elementary school	■	■	■	■	■
lack of commitment to school	■	■	■	■	
Individual/Peer					
alienation and rebelliousness	■	■		■	
friends who engage in a problem behavior	■	■	■	■	■
favorable attitudes toward the problem behavior	■	■	■	■	■
early initiation of the problem behavior	■	■	■	■	■
constitutional factors	■	■			■

*** Adolescent Problem Behaviors:**

SA = substance abuse
DE = delinquency
PR = teenage pregnancy
DO = dropout from school
VI = violence

—adapted from David Hawkins and Richard Catalano, in *Communities That Care*, Developmental Research and Programs, Inc., 1993

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The second, complementary approach to violence prevention is *increasing protective factors.* Protective factors are the flip side of risk factors; where risk factors are negative things to be reduced, protective factors are positive things to be increased. To take the previous examples, the problem of coronary disease may be addressed—in part—by people's exercising; exercising is a protective factor against getting coronary disease. The problem of automobile accidents may be addressed—in part—by people's paying close attention to what's happening on the road as they drive; paying attention is a protective factor against becoming involved in an automobile accident.

Many researchers, including Hawkins and Catalano, have offered ways both to identify and to increase protective factors. Different researchers have arrived at different lists of protective factors. The Search Institute has taken the tack of surveying more than 250,000 young people across the U.S. to find out which factors are related to growing up caring, competent, and responsible. They call their protective factors "Developmental Assets." These developmental assets now number 40, and they're categorized into eight major groups *(for more information, contact the Search Institute, 700 South Third, Suite 210, Minneapolis, MN 55415 • 800/888-7828)*:

Developmental Assets

Support
1. family support
2. positive family communication
3. other adult relationships
4. caring neighborhood
5. caring school climate
6. parent involvement in schooling

Empowerment
7. community values youth
8. youth given useful roles
9. community service
10. safety

Boundaries and Expectations
11. family boundaries
12. school boundaries
13. neighborhood boundaries
14. adult role models
15. positive peer influence
16. high expectations

Constructive Use of Time
17. creative activities
18. youth programs
19. religious community
20. time at home

Commitment to Learning
21. achievement motivation
22. engagement with school
23. homework
24. bonding to school
25. reading for pleasure

Positive Values
26. caring
27. equality and social justice
28. integrity
29. honesty
30. responsibility
31. restraint

Social Competencies
32. planning and decision-making
33. interpersonal competence
34. cultural competence
35. resistance skills
36. peaceful conflict resolution

Positive Identity
37. personal control
38. self-esteem
39. sense of purpose
40. positive view of personal future

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An example: Data have indicated that young people who receive family support (Developmental Asset #1) are more likely to be protected against problems like drug abuse and delinquency. The same is true for young people who maintain a positive view of their personal future (Developmental Asset #40). For whatever the reason, they are more likely to be protected against those problems. Statistically, then, it would seem prudent that prevention programs focus on promoting these protective factors, just as many prevention programs focus on reducing risk factors. The more protective factors a person has, the more likely it is that the person can avoid a certain problem (just as the more risk factors a person has, the less likely it is that the person can avoid a certain problem).

What's important here is not each developmental asset—some may be redundant, others vague, still others irrelevant—just as each risk factor isn't necessarily critical. What is key to prevention—certainly violence prevention—is focusing curricula on reducing as many risk factors and increasing as many protective factors as possible. When we do that, we increase the chances of young people's staying safe.

A comparison to drug abuse prevention might be useful in further pointing out the relationship between risk factors, protective factors, and norms:

If we can convince a teenager that drugs are harmful, if we can teach that teenager skills to stay out of trouble—e.g., to resist temptations to try drugs—and if we can involve that teenager in safe and healthy activities with peers and adults who are good role models, then we have a reasonable chance of keeping that teenager from abusing drugs.

However, that's not enough in violence prevention. A teenager who believes that violence is harmful, who has learned skills to stay out of trouble, and who is involved in safe and healthy activities—that teenager may still be the victim of violence if the *environment* has not adopted nonviolent norms. We need to reduce the risk factors and increase the protective factors for individual youth, but we need to have those youth infuse the risk factors and protective factors into their environment, so the norms are safe and healthy.

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Get Real about Violence® and other Promising Programs

> "The best (social development) programs are directed at changing the total school environment by creating a 'peaceable school,' where nonviolence and multicultural appreciation are stressed and where teachers, peers, and parents are directly involved in this process."
>
> —*N.C. Guerra and K.R. Williams*

We've recommended theoretical strategies to take in violence prevention: reducing risk factors and increasing protective factors, all with the goal of changing violent norms. But what *form* does this take? Guerra and Williams, in their *Program Planning Guide for Youth Violence Prevention* (1996), list potential types of school-based programs beginning at ages 3-4 (e.g., social development programs, academic enrichment programs) through ages 5-11 (e.g., peer mediation programs, mentoring programs) through ages 12-14 (e.g., public information campaigns, multicomponent gang prevention programs) and finally through ages 15-19 (e.g., school organizational change, job training/employment programs). But what type of program (let alone which particular program) is best for your school community?

The answer to that becomes more clear when you assess your school community by asking questions like the following:

1. How is violence being defined?
2. Where is the violence occurring?
3. Who is involved in it?
4. Which risk factors are high, either compared to other school communities or compared to other times?
5. What is currently being done to reduce the risk factors?
6. What more can be done to reduce the risk factors?
7. Which protective factors are in place?
8. What is currently being done to increase the protective factors?
9. What more can be done to increase the protective factors?
10. What is the extent of your resources—administrative, financial, human—to implement a violence prevention program?

Hawkins' and Catalano's program *Communities That Care* details the process of assessing a community's risks. They cite sources of information that help assess risks:

- public records, e.g., data from the census describing levels of poverty
  (Extreme economic deprivation is a risk factor for violence.)
- records from police departments and social service agencies regarding neighborhood crime, drug availability, and child abuse
  (Family management problems is a risk factor for violence.)
- records documenting the educational system, including student achievement, dropouts, absenteeism, discipline problems, suspensions, and expulsions
  (Academic failure in elementary school and early and persistent antisocial behavior are risk factors for violence.)
- survey data to assess the climate and levels of bonding in schools and other community organizations . . .
  (Bonding to schools and other community organizations is a protective factor against violence.)

What is critical is for a community to assess the risks in all its domains and then plan which risks to address, taking into account first the risks that are highest priority and second the objectives that are actually achievable. The same is true for schools: Schools can serve as a base from which to address risks not only in the schools themselves but also in homes and the community at large.

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One way to get a clear view of your school community is to survey everyone *in* your school community. Remember, everyone in the community—students, teachers, cafeteria workers, administrators, bus drivers, clerical staff, nurses, counselors—affects and is affected by the community norms. So you need to find out what everyone thinks. Following are some sample items from surveys that you can use to determine the norms of your school community.

Note that respondents to the K-4 survey indicate their answers by standing up or remaining in their seats, rather than by writing; making surveys appropriate to the developmental level of the student is key to getting valid responses.

Violence Prevention Survey for Students

GRADES K-4

1. If you *don't* feel safe at school, stand up.

   _____

   All right, everyone down.
   Now, if you *do* feel safe at school, stand up.

   _____

Now let's find out what worries you at school:

2. If you're worried about people teasing you or playing mean tricks on you, stand up.

   _____

   All right, everyone down. If you're *not* worried about people teasing you or playing mean tricks on you, stand up. _____

3. If you're worried about kids telling other kids not to play with you, stand up. _____

   All right, everyone down. If you're *not* worried about kids telling other kids not to play with you, stand up. _____

continued

Violence Prevention Survey for Students

GRADES 4-6

Let's think about what teachers do to help you feel safe at school.

28. If you think that teachers and counselors and other adults around school ignore kids when they're being teased or bullied, mark Number 1; if you don't think that teachers and counselors and other adults around school ignore kids when they're being teased or bullied, mark Number 2. If you're not sure, mark Number 3.

29. If you think that bullies get away with picking on kids at school, mark Number 1; if you don't think that bullies get away with picking on kids at school, mark Number 2.

Now we want to find out what you think about some ideas. Mark Number 1 for "Yes" and Number 2 for "No."

30. Do you think that it's okay to tease or bully people? 1 for "Yes," 2 for "No."

31. Do you think that watching fights is a lot of fun? 1 for "Yes," 2 for "No."

32. Do you think that being in fights is a lot of fun? 1 for "Yes," 2 for "No."

33. Do you think that it's okay to encourage your friends to fight if they've been insulted? 1 for "Yes," 2 for "No."

34. Do you think that walking away from a fight is a sign of weakness? 1 for "Yes," 2 for "No."

35. Do you think that people who win fights deserve a lot of respect? 1 for "Yes," 2 for "No."

36. Do you think that fighting usually solves problems? 1 for "Yes," 2 for "No."

37. Do you think that it's okay to ignore people who are being picked on? 1 for "Yes," 2 for "No."

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Violence Prevention Survey for Students

GRADES 6-9

Which of the following do you think you would do to protect yourself from being teased, bullied, or beat up at school?

61. carry a gun or a knife *(1=yes, 2=no)*
62. cut class, or not come to school at all *(1=yes, 2=no)*
63. stay away from certain areas *(1=yes, 2=no)*
64. act tough *(1=yes, 2=no)*
65. stay around adults a lot *(1=yes, 2=no)*
66. stay by myself *(1=yes, 2=no)*

If you were threatened by someone or actually hurt by someone, would you tell any of the following people about it?

67. your parent *(1=no, 2=maybe, 3=yes)*
68. your teacher, principal, or other school staff *(1=no, 2=maybe, 3=yes)*
69. your friend *(1=no, 2=maybe, 3=yes)*
70. someone else *(1=no, 2=maybe, 3=yes)*

-7-

Violence Prevention Survey for Students

GRADES 9-12

Which of the following groups do you believe should help prevent or reduce violence in public schools?

66. parents *(1=yes, 2=no)*
67. students *(1=yes, 2=no)*
68. teachers, school counselors, and other staff *(1=yes, 2=no)*
69. school administrators *(1=yes, 2=no)*
70. police *(1=yes, 2=no)*

Which of the following groups do you believe actually does help prevent or reduce violence in public schools?

71. parents *(1=yes, 2=no)*
72. students *(1=yes, 2=no)*
73. teachers, school counselors, and other staff *(1=yes, 2=no)*
74. school administrators *(1=yes, 2=no)*
75. police *(1=yes, 2=no)*

-7-

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Violence Prevention Survey for Staff

Which of the following describe how you feel about the school environment in regard to people doing mean and violent things?

38. fearful *(1=yes, 2=no)*
39. nervous *(1=yes, 2=no)*
40. unfocused *(1=yes, 2=no)*
41. angry *(1=yes, 2=no)*
42. unsupported *(1=yes, 2=no)*
43. aggressive *(1=yes, 2=no)*
44. passive *(1=yes, 2=no)*
45. In the next year, do you think you'll feel less safe, about the same, or more safe than you're feeling this year? *(1=less safe, 2=about the same, 3=more safe)*
46. In the next year, do you think students will feel less safe, about the same, or more safe than they're feeling this year? *(1=less safe, 2=about the same, 3=more safe)*

-3-

The key here is to be *comprehensive.* If the norms are to change, then students and school adults need to give and receive the same nonviolent messages. Everyone needs to be on the same page.

A brief summary of effective violence prevention:

- It involves making students aware of the danger of violence.
- It involves changing violent norms and reinforcing peaceful ones.
- It involves reducing risk factors and increasing protective factors.
- It involves a comprehensive program so that students get consistent messages from a variety of sources.

Comprehensive Health Education Foundation's *Get Real about Violence*® (22419 Pacific Highway South, Seattle, WA 98198, 800/323-2433) reflects these points: *Get Real about Violence* focuses on changing violent norms and reinforcing peaceful ones. It comprises separate units addressing grades K-1, 2, 3, 4-6, and 6-9, as well as a K-9 schoolwide unit for staff and other school adults.

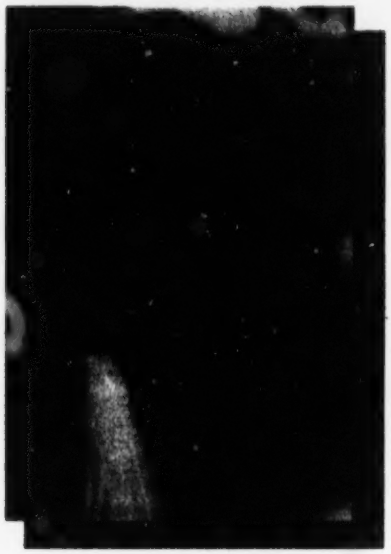
It features three major components:

- "vulnerability to violence" – showing students that they're affected by violence and thus motivating them to do something about it
- "contributions to violence" – explaining what's behind the violence
- "alternatives to violence" – teaching students how they can use skills and strategies not only to stay away from violence but also to help their friends stay away from it, too

Get Real about Violence teaches students the following:

- to recognize that violence is widespread and harmful
- to empathize with victims of violence
- to acknowledge that they themselves perpetuate violent acts because of their encouragement of rumors and of fighting
- to gain the confidence to change their attitudes and behavior
- to use skills to change norms and avoid dangerous situations

Based on the research of Hawkins and Catalano as well as others in the fields of instruction and violence prevention, *Get Real about Violence* was designed not only to reduce risks but also to increase the protective factor of bonding with positive institutions and individuals; the curriculum provides opportunities for students to become more connected with their school, their families, and their community so they can be more resilient and stay safer. Most important, it begins the process of changing norms—teaching students to recognize how their own attitudes endanger them and their friends, and giving them reason to adopt new norms and safer behaviors.



To be sure, other programs also show promise in preventing violence. Powell and Hawkins, in their collection of descriptions and baseline data from 13 evaluation projects called "Youth Violence Prevention" (1996), present several school-based violence prevention programs that address norms. What follows is the title of the article, the person to whom to address requests for reprints, and a short description of the program:

- "Evaluating a Cognitive/Ecological Program for the Prevention of Aggression among Urban Children," Dr. L. Rowell Huesmann, Research Center for Group Dynamics, Institute for Social Research, University of Michigan, 426 Thompson, Ann Arbor, MI 48106

  Metropolitan Area Child Study—general enhancement classroom intervention stressing culturally sensitive student-teacher interaction, intensive small-group sessions to enhance peer relationship skills, and family relationship intervention stressing parenting skill-building and emotional responsiveness in family interactions

- "Peer and Community Leader Education to Prevent Youth Violence," Dr. William Wiist, Chronic Disease and Injury Prevention Program, Houston Department of Health and Human Services, 8000 North Stadium Drive, 4th Floor, Houston, TX 77054

  community- and school-based violence prevention for African-American and Hispanic middle-school students—peer-leadership program that includes strengthening of social support and cultural pride, development of social skills for solving interpersonal and intergroup problems in nonviolent ways, and encouragement of youth expectations for productive and rewarding careers, service to community, and enhancement of academic achievement

- "The Safe Dates Project: Theoretical Basis, Evaluation Design, and Selected Baseline Findings," Dr. Vangie Foshee, Curriculum in Public Health Nursing, 267B Rosenau Hall, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599

  primary and secondary prevention of dating violence—changing dating violence norms, gender stereotyping, etc.

- "The Students for Peace Project: A Comprehensive Violence-Prevention Program for Middle-School Students," Dr. Steven Kelder, University of Texas Health Science Center at Houston, School of Public Health, Center for Health Promotion Research and Development, P.O. Box 20186, Houston, TX 77225

  comprehensive violence prevention among middle-school students—modification of the school environment, violence-prevention curriculum, peer leadership, and parent education

- Another significant violence-prevention program based on changing norms is "Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence," developed by Ronald Slaby, Renée Wilson-Brewer, and Kimberly Dash of the Education Development Center, Inc. (55 Chapel, Suite 24, Newton, MA 02158, 800/225-4276). As the authors state, their program is different because it goes beyond the role of the aggressor; " . . . it also considers the separate but interrelated roles of victims and bystanders and suggests that all three players can build skills to resolve problems nonviolently." The program seeks to address beliefs related to violence like the following:

  - "People are basically mean."
  - "Fighting makes me feel powerful."

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- "If I refuse to fight, then others will think I'm a coward."
- "Some people get hurt because they are looking for trouble."
- "If someone disrespects me, then I have to fight them."

- The Resolving Conflict Creatively Program is co-sponsored by the New York City Public Schools and Educators for Social Responsibility (163 Third Avenue, #103, New York, NY 10003, 212/387-0225). This program isn't strictly based on changing norms, but it does make use of the philosophy of incorporating the entire school community. It came out of Brooklyn, New York, in 1985, and has continually expanded; today it is one of the largest school programs of its kind in the country. The program consists of teacher training, classroom instruction in creative conflict resolution, intergroup relations, and student mediation. In fact, much of the program now focuses on student mediators resolving disputes among peers. Some of the concepts that the Resolving Conflict Creatively Program endorses as useful in the classroom are active listening, using neutral language, agreeing to disagree, maintaining a positive tone, and jointly choosing possible alternatives.

- Finally, People on Board, Inc., (P.O. Box 231, Glenford, NY 12433, 914/297-6086) offers research-based training workshops for educators on a variety of topics, including violence prevention, crisis response management, peer leadership and mediation, community involvement, and human relations skills. The Center for Safe Schools and Communities (P.O. Box 47308, Minneapolis, MN 55447, 612/449-9877) trains staff in such topics as female violence issues, strategies in gang prevention, cultural diversity, and counseling in a cross-cultural environment. Many of the other programs listed in this document also offer training.

Underlying any of these programs should be a system for collecting and analyzing data, so that problems as well as strategies can be accurately assessed. Just as it's incumbent on schools and communities to assess risks, it's equally critical to assess to what extent those risks are being addressed. One method of assessment is called Program Development Evaluation (PDE). It consists of creating standards for performance, communicating those standards, assessing implementation of programs, and adjusting the programs based on the assessment. For further information about the PDE method, contact Gary D. Gottfredson, Center for Social Organization of Schools, The Johns Hopkins University, 3505 North Charles, Baltimore, MD 21208, 410/516-8800.

How does one identify an effective program? We've synthesized much of what has been discussed in these pages and translated it into criteria for effective school-based violence prevention programs. The criteria can be helpful not only for choosing programs but also for assessing what programs you might already be using. You can find this list of criteria on page 24.

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Individual Action

Administrators, teachers, parents, students—each person has a role in preventing violence. All of those roles involve modeling nonviolent behaviors and fostering nonviolent attitudes, but more specific things can be done:

- Determine the guidelines in your school or district for preventing violence. Be sure that they are consistent with community laws and with each other. Be sure that they are clearly stated and enforceable. Be sure that everyone affected by the guidelines knows and understands the guidelines.
- Form a committee to assess and prioritize the risks of your school or district. Take the opportunity to build new alliances with community leaders.
- Encourage the adoption of a plan consistent with the risk assessment and existing guidelines.
- Become acquainted with the helping resources in your community—individuals and organizations—and evaluate them based on how well they reduce the identified risk factors and promote protective factors. Some of these resources may be self-help and support groups for survivors of child abuse and alcoholic families; others may be treatment programs and public health agencies. The success of any violence prevention program will ultimately be determined by how well you tap into the knowledge and talents of these resources.

We've tried to give you a head start on preventing violence—by providing you with a theoretical framework, by giving you ideas of approaches you might take, and by citing specific organizations and programs you might want to contact. Most of all, we've tried to present a philosophy of prevention, and that philosophy is this: No one alone can prevent violence. Any significant progress with this problem will require the combined efforts of schools, families, and communities. With that philosophy as an underpinning, we wish you luck in your prevention efforts.

C.H.E.F.® and AGC

Comprehensive Health Education Foundation—C.H.E.F.—is a Seattle-based nonprofit organization founded in 1974 and dedicated to promoting good health by providing leadership, support, and resources for health education in schools and communities.

C.H.E.F. has published comprehensive health education programs since 1974. It was the first organization to use *The Refusal Skill*™ as part of a comprehensive drug education curriculum. It was the pioneer in developing research-based, mixed-media, kit-contained programs, among them the following:

- *Here's Looking At You, 2000*®, a drug education curriculum
- *Natural Helpers*®, a peer-helping program
- *Get Real about AIDS*®, an AIDS prevention curriculum
- *Primarily Health*®, a health education curriculum for primary students
- *Skillwise*®, a system for teaching social skills
- *Get Real about Violence*®, a violence prevention program

Besides developing programs, C.H.E.F. has also provided a wide range of training opportunities, focusing not only on the programs cited above, but on the general topics of health and prevention as well. C.H.E.F. provides teacher training workshops, Training of Trainers, consultations, "booster" workshops, seminars, keynote presentations, and all types of technical assistance.

C.H.E.F.'s involvement with improving people's health doesn't stop with its programs: It also contributes revenue generated from these programs to an endowment fund that is used to affect health education through philanthropy. The philanthropy takes the form of scholarships, sponsorships, conferences (e.g., the annual Washington State Health Education Conference), and a range of programs designed to improve health and quality of life.

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To receive additional copies of "Preventing Violence: Changing Norms in School Communities," or if you would like to preview the curriculum *Get Real about Violence*® free, please write or call AGC's customer service department to discuss which of the preview options is best for you. They can also send you an introductory video for preview that describes how *Get Real about Violence* can reduce violence and aggression in your school community:

AGC Educational Media
1560 Sherman Avenue, Suite 100
Evanston, Illinois 60201
phone: 800/323-9084
fax: 847/328-6706

Comprehensive Health Education Foundation offers complete training workshops for teachers of *Get Real about Violence* and also for trainers of teachers of the curriculum. In addition, C.H.E.F. offers trainings in issues relating to violence apart from *Get Real about Violence*. C.H.E.F.'s workshops include hands-on activities, individual meetings, and immersion in social skills training. C.H.E.F. also offers awareness presentations and technical assistance over the phone, by fax, or through the mail. Please feel free to contact C.H.E.F. for training options and support:

Comprehensive Health Education Foundation
22419 Pacific Highway South
Seattle, Washington 98198
phone: 800/323-2433
fax: 206/824-3072

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Criteria for Effective School-Based Violence Prevention Programs

Following are several criteria for selecting an effective school-based violence prevention program *(adapted from criteria of drug education curricula, the W. T. Grant Consortium on the School-Based Promotion of Social Competence, in Hawkins, J.D.; Catalano, R.F.; et al.,* Communities That Care, *San Francisco: Jossey-Bass, Inc., 1992; and Comprehensive Health Education Foundation, 1994)*:

1. **Does the program have an adequate base in theory and research?**
   Many violence prevention programs are based on what the authors *think* are reasons why young people get involved in violent situations. Popular terms do not necessarily represent valuable components in a program. Programs should be based on what the most *current research* says about why children are violent. Only when a program is targeted at the predictors of a problem can it be effective in reducing the problem.

2. **Does the program comprise a comprehensive K-12 curriculum?**
   An effective violence prevention program has to begin teaching students *before* they are likely to encounter violent situations, not after; and it must build on what is learned each year, adding new skills and information throughout the child's school experience.

3. **Does the program provide more than information?**
   In addition to being informative, an effective violence prevention program should include practical lessons aimed at teaching the student how to *use* new information. Helping students to master pro-social skills and to feel a stronger connection to school, family, and community is equally important in the effort to reduce violence.

4. **Does the program include family involvement?**
   No matter how deep a school system's commitment may be to fighting violence among its students, no matter how dedicated and well-trained its teachers, the involvement of *family* is essential to the success of any program. For this reason, one of the most important criteria for judging any violence prevention program is the strength of how well its activities extend to the home. Does the program keep parents informed of the nature and extent of the school's program? Does it provide parents with information, resources, and skills so they can enhance and extend the program in their own homes?

5. **Does the program address students from a variety of cultures?**
   Is the program sensitive in its examples and its assumptions? Can students from a wide variety of cultural and ethnic backgrounds learn from it? Are versions of the program designed specifically for students who speak a language other than English?

6. **Do teachers find the program satisfying and valuable?**
   Teachers are busy. They have little time to create or constantly search for new teaching materials. An effective violence prevention program should contain everything necessary for its full utilization. And, because each community is unique, a program should be adaptable to local needs and conditions.

7. **Is the program cost-efficient?**
   The cost of any program needs to be calculated over the long run. In addition to the initial purchase price, other questions need to be asked: What is the cost of the teacher's time in preparing to teach the program? What is the cost of teacher training? What is the cost to replace materials? What is the per-pupil cost over several years?

8. **Can the program be easily incorporated into a school's total curriculum?**
   It isn't enough for a violence prevention program to address violence as a single, isolated subject. In order to be effective, the program should be easily integrated into other components of the school's curriculum, whether it's health, social studies, language arts, or some other subject. Messages about violence prevention become stronger when they're repeated in a variety of contexts.

9. **Do students enjoy the program?**
   Does the program offer more than assigned readings, required reports, and answers to direct questions? Is it meaningful and involving for the student? Do the lessons accommodate the varied learning styles of the students?

10. **Does the program include teacher training?**
    Many teachers have a limited background in teaching not only facts about violence, but also skills to help students reduce risks and feel bonded to school. In addition, teachers often need to examine their own attitudes, which greatly affect their ability to teach. An effective violence prevention program must include a training component that helps the classroom teacher use it to its maximum potential.

11. **Does the program encompass the entire community?**
    The messages students receive in the classroom must be consistently reinforced in other parts of their lives—at home, in the media, and throughout the community. An effective violence prevention program seeks to bring together all these domains so that students can adopt nonviolent norms—attitudes as well as behaviors.

Programs and Organizations Involved in Preventing Violence

Aggressors, Victims, and Bystanders, Education Development Center, Inc., 55 Chapel, Newton, MA 02158, 800/225-4276

Center to Prevent Handgun Violence, 1225 Eye Street, NW, Suite 1100, Washington, DC 20005, 202/289-7319

Center for Safe Schools and Communities, P.O. Box 47308, Minneapolis, MN 55447, 612/449-9877

Center for Social Organization of Schools, The Johns Hopkins University, 3505 North Charles, Baltimore, MD 21208, 410/516-8800

Center for the Study and Prevention of Violence, University of Colorado, IBS #10, Campus Box 442, Boulder, CO 80309, 303/492-8465

Communities That Care, Developmental Research and Programs, Inc., 130 Nickerson, Suite 107, Seattle, WA 98109, 800/736-2630

Comprehensive Health Education Foundation (C.H.E.F.®), 22419 Pacific Highway South, Seattle, WA 98198, 800/323-2433

Education Development Center, Inc., 55 Chapel, Newton, MA 02158, 800/225-4276

Get Real about Violence®, Comprehensive Health Education Foundation (C.H.E.F.®), 22419 Pacific Highway South, Seattle, WA 98198, 800/323-2433

"Metropolitan Area Child Study," Dr. L. Rowell Huesmann, Research Center for Group Dynamics, Institute for Social Research, University of Michigan, 426 Thompson, Ann Arbor, MI 48106

National Association for Mediation in Education (NAME), 205 Hampshire House, Box 33635, University of Massachusetts, Amherst, MA 01003, 413/545-2462

"Peer and Community Leader Education to Prevent Youth Violence," Dr. William Wiist, Chronic Disease and Injury Prevention Program, Houston Department of Health and Human Services, 8000 North Stadium Drive, 4th Floor, Houston, TX 77054

People on Board, Inc., P.O. Box 231, Glenford, NY 12433, 914/297-6086

Resolving Conflict Creatively Program, New York City Public Schools and Educators for Social Responsibility, 163 Third Avenue, #103, New York, NY 10003, 212/387-0225

"The Safe Dates Project," Dr. Vangie Foshee, Curriculum in Public Health Nursing, 267B Rosenau Hall, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599

Search Institute, 700 South Third, Suite 210, Minneapolis, MN 55415, 800/888-7828

"The Students for Peace Project," Dr. Steven Kelder, University of Texas Health Science Center at Houston, School of Public Health, Center for Health Promotion Research and Development, P.O. Box 20186, Houston, TX 77225

Further Reading about Violence and Violence Prevention

Boulton, M.J., and K. Underwood. "Bully/Victim Problems among Middle School Children." *British Journal of Educational Psychology*, 62 (1992): 73-87.

bullying (repeated unprovoked aggressive behavior) more prevalent among boys than girls (~25% to ~16%); kids don't talk about it with adults; bullies more likely to be in same class if victim is older; kids divided as to what they do if witnessing bullying and what teachers do about bullying; victims persist over years; kids need to be persuaded that bullying is bad and that they should do something about it

Boulton, M.J., and P.K. Smith. "Bully/Victim Problems in Middle-School Children: Stability, Self-Perceived Competence, Peer Perceptions, and Peer Acceptance." *British Journal of Developmental Psychology*, 12 (1994): 315-329.

35% of studied 8-9-year-old's involved as bullies or victims or both, with more boys being direct physical bullies than girls; victims with friends may be better able to cope; victims seen as consistently seeking help (no causal factor established)

Cairns, R.B., and B.D. Cairns. *Lifelines and Risks: Pathways of Youth in our Time*, Cambridge, England: The Cambridge University Press, 1994.

primary problem of youth at risk is low threshold for hostility rather than deficiency of prosocial strategies (p. 78); virtually no difference between boys' and girls' aggressive behavior, except that more boys are aggressive (p. 79); aggressive behaviors not predictive of later aggression until middle school (p. 82), but then very significant (pp. 87-88); prediction of aggression and violence must be addressed in terms of conditions like context and time (p. 88); no connection between aggressive children and low self-esteem (p. 165); gun ownership correlated with personality in girls but not in boys, because guns handed down from father to son (p. 219); teenage boys more direct and immature in social confrontations than girls, which, coupled with harmful activities, leads to higher incidence of injury and death in boys (pp. 219-220); children need to experience school success, including academic progress, and to act as helpers or tutors for others (pp. 270-271)

"Coping with Violence in the Schools: A Report of the 1993 Summer Conference of the Center for School Counseling Practitioners." Harvard University, Graduate School of Education, Cambridge, MA: Harvard University, 1994.

myths, attitudes, and beliefs—e.g., violence works, victims bring trouble on themselves—as well as cultural definitions of masculinity, reinforce violence

schools and community organizations must not condone or tolerate any form of violence, i.e., students must feel safe to report any violent behavior and must believe that adults will intervene promptly

Dishion, T.J., et al. "Skill Deficits and Male Adolescent Delinquency." *Journal of Abnormal Child Psychology*, 12, 1 (1984): 37-51.

academic skill deficits—e.g., interpersonal problem solving, reading achievement, verbal intelligence, school competence, and homework skill—strong correlate of antisocial behavior

Dishion, T.J., et al. "Peer Adaptations in the Development of Antisocial Behavior." In L.R. Huesmann, ed., *Aggressive Behavior: Current Perspectives*, New York: Plenum Press, 1994.

antisocial behavior perhaps a result of rejection by conventional peer group in school settings; involvement with antisocial peers at age 10 predictive of similar membership by age 12; antisocial talk bonds antisocial boys; goal should be to widen contacts of antisocial boys, e.g., by cooperative learning strategies

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Dishion, T.J., et al. "The World of Parents and Peers: Coercive Exchanges and Children's Social Adaption." *Social Development*, 3, 3 (1994): 255-268.

nonviolence intervention efforts must occur across settings, integrating home and school; otherwise, antisocial behaviors will increase

Donnerstein, E., Slaby, R.G., and L.D. Eron. "The Mass Media and Youth Aggression." In L.D. Eron, J.H. Gentry, and P. Schlege., eds., *Reason to Hope: A Psychosocial Perspective on Violence and Youth*, Washington, DC: American Psychological Association, 1994.

Surgeon General's Report (1972), National Institute of Mental Health Report (1982), American Psychological Association (APA) Report (1985), and APA Task Force Report (1992) all endorse findings that televised violence has causal effect on aggressive behavior

children who have poorer academic skills behave more aggressively, and TV might interfere with ability to develop academic potential

Dubow, E.F., and G.J. Reid. "Risk and Resource Variables in Children's Aggressive Behavior." In L.R. Huesmann, ed., *Aggressive Behavior: Current Perspectives*, New York: Plenum Press, 1994.

aggression of third-fifth-graders stable over several years; kids with increased social-support, particularly teacher-support, systems cope better, as do kids with increased social problem-solving abilities

Elliott, D.S. "Youth Violence: An Overview." Center for the Study and Prevention of Violence (University of Colorado, Institute for Behavioral Sciences, Campus Box 442, Boulder, Colorado 80309, 303/492-1032), March 1994.

family contributors to violence—weak family bonding, ineffective monitoring and supervision, exposure to and reinforcement for violence in the home, acquisition of expectations, attitudes, beliefs, and emotional responses that support or tolerate the use of violence

neighborhood contributors to violence—presence of gangs and illegal markets, high rates of concentrated poverty, absence of any effective social or cultural organization, high levels of transience, high chronic unemployment

school and peer contributors to violence—failure to meet school and peer performance expectations, reduced levels of monitoring and supervision, competition for status and status-related confrontations, delinquent peer groups

violence perceived to be most effective way to achieve status, respect, and other basic social and personal needs

Fagan, J. "Interactions among Drugs, Alcohol, and Violence." *Health Affairs*, (winter 1993): 65-79.

substance use provides provocative context for violence, but limited evidence that alcohol or other drugs directly cause violence

Fagot, B.I., et al. "Developmental Determinants of Male-to-Female Aggression." In G.W. Russell, ed., *Violence and Intimate Adult Relationships*, New York: Spectrum, 1988.

conditions producing children who consistently aggress against females: family out of control (i.e., lack of parental disciplining skills, monitoring, effective problem solving, positive role models); female models (i.e., mothers, female siblings) on whom to practice without punishment; system of family attitudes or values that devalues females

Guerra, N.G. "Cognitive Mediators of Aggression in Adolescent Offenders: 2. Intervention." *Developmental Psychology*, 26, 2 (1990): 269-277.

aggressive individuals believe that aggression will lead to positive outcomes, is legitimate, increases self-esteem, avoids a negative image, and doesn't lead to victims' suffering

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short-term cognitive mediation training increased students' skills in solving social problems, reduced their endorsement of aggressive beliefs, and reduced their aggressive behavior

Guerra, N.G.; Tolan, P.H.; and W.R. Hammond. "Prevention and Treatment of Adolescent Violence." In L.D. Eron, J.H. Gentry, and P. Schlege., eds., *Reason to Hope: A Psychosocial Perspective on Violence and Youth*, Washington, DC: American Psychological Association, 1994.

programs likely to have most impact include perspective taking, generation of alternative solutions, enhancement of self-esteem, peer-negotiation skills, and learning of behaviors to avoid violence; at primary level – modify group norms; at family level – establish clear and consistent discipline and family responsibilities, clarify communication and increase positive affect, help navigate transitions and stresses

need to integrate individual, family, social group, and community interventions

Guerra, N.G., and K.R. Williams. *A Program Planning Guide for Youth Violence Prevention: A Risk-Focused Approach.* Boulder, CO: Institute of Behavioral Science, 1996.

Goldstein, A.P. "School Violence: Its Community Context and Potential Solutions," testimony to Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, 1992.

context of societal violence; statistics; outline of interventions; strategy for choosing interventions

Howell, J.C., ed. *Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders.* Office of Juvenile Justice and Delinquency Prevention, 1995.

reducing youth violence requires multifaceted, coordinated, early intervention; success might depend on emphasizing nonviolent beliefs and attitudes

Huesmann, L.R., et al. "Mitigating the Imitation of Aggressive Behaviors by Changing Children's Attitudes about Media Violence." *Journal of Personality and Social Psychology*, 44 (1983): 899-910.

third- and fifth-graders in 1979 who believe that TV violence is harmful and become less identified with TV characters also show greater reduction in aggression relative to control group

Johnson, D.W., and R.T. Johnson. "Why Violence Prevention Programs Don't Work—and What Does." *Educational Leadership*, 52, 5 (February 1995): 63-68.

programs need to target better, focus on program implementation, provide different strategies for school and neighborhood, avoid promising too much, establish cooperative environment, minimize risk of academic factor, encourage long-term caring and committed relationships, increase social skills, create academic controversy, teach total conflict resolution

Kazdin, A.E. "Interventions for Aggressive and Antisocial Children." In L.D. Eron, J.H. Gentry, and P. Schlege., eds., *Reason to Hope: A Psychosocial Perspective on Violence and Youth*, Washington, DC: American Psychological Association, 1994.

risk factors for aggressive and antisocial behavior include pre- and perinatal complications, "difficult" temperament, early signs of aggressive behavior, academic delays or dysfunction, parent psychopathology or criminality, harsh and inconsistent discipline, poor supervision and monitoring, parent conflict and marital discord, large family size

broad impact of prevention programs critically important; effective programs use intervention methods known to change behavior, e.g., reinforcement, training in problem-solving skills

prosocial competence not the inverse of antisocial behavior, i.e., increases in the former not invariably associated with decreases in the latter

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Further Reading about Violence and Violence Prevention
continued

Lagerspetz, K.M.J., and K. Björkqvist. "Indirect Aggression in Boys and Girls." In L.R. Huesmann, ed., *Aggressive Behavior: Current Perspectives*, New York: Plenum Press, 1994.

boys more easily angered than girls (but anger dissipates faster) and more likely to engage in direct, physical aggression; girls more likely to use indirect aggression (e.g., spreading rumors, ridiculing, associating with someone else, revealing secrets), perhaps because of earlier maturity, perhaps because of smaller, tighter, and hence more vulnerable social bonds; perpetrators, particularly girls, may not admit or be aware of own indirect aggressive behavior; girls more likely to resolve conflicts nonviolently

Loeber, R. "Behavioral Precursors and Accelerators of Delinquency." In W. Buikhuisen and S.A. Mednick, eds., *Explaining Criminal Behaviour*, Leiden: E.J. Brill, 1988.

causal factors leading to delinquency probably diverse, but onset of problem antisocial behaviors occurs early in life

Loeber, R., et al. "Age at Onset of Problem Behaviour in Boys, and Later Disruptive and Delinquent Behaviors." *Criminal Behaviour and Mental Health*, 1 (1991): 229-246.

marked relationship between preschool behavior and rate of offending up to ages 15-21

Loeber, R., et al. "Continuity and Desistance in Disruptive Boys' Early Fighting at School." *Development and Psychopathology*, 1 (1989): 39-50.

fighting associated with being held back in grade; some association with single-parent families

Lowry, R., et al. "Adolescents at Risk for Violence." *Educational Psychology Review*, 7, 1 (1995): 7-39.

interpersonal violence growing problem; homicide, rape, robbery, aggravated assault rates peak among adolescents and young adults; effective prevention requires combinations of interventions aimed at multiple factors and delivered through many channels

Maguin, E., and R. Loeber. "Is Poor Academic Performance a Cause of Delinquency?" *In Crime and Justice*, Chicago: University of Chicago. In press.

children—particularly boys and whites—with lower academic performance offend more frequently, commit more serious and violent offenses, and persist more in offending than do children with higher academic performance; when intelligence and attention problems taken into account, academic performance negligible factor in delinquency

improvements in academic performance co-occur with improvements in prevalence of delinquency; more successful adolescent interventions use law-related or moral education; more successful elementary interventions use self-control and social skills training combined with parent training

Mercy, J.A., and L.B. Potter. "Combining Analysis and Action to Solve the Problem of Youth Violence." In Powell, K.E., and D.F. Hawkins, eds. "Youth Violence Prevention: Descriptions and Baseline Data from 13 Evaluation Projects," *American Journal of Preventive Medicine*, supplement to 12, 5, September/October 1996.

introduction to issue, focusing on evidence, innovative approaches, and data

Olweus, D. "Bullying at School: Basic Facts and Effects of a School-Based Intervention Program." Journal of Child Psychology and Psychiatry, 35, 7 (1994): 1171-1190.

bullying carried out by older students, particularly boys; boys exposed to direct and indirect bullying, girls exposed to indirect; typical victims anxious, insecure, cautious, sensitive, quiet, passive, and submissive, though some victims provocative; typical bullies lack empathy

effective intervention comprises warm, positive school and home environment; firm limits; and consistent, non-hostile, nonphysical sanctions

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Olweus, D. "Bullying at School: Long-Term Outcomes for the Victims and an Effective School-Based Intervention Program." In L.R. Huesmann, ed., *Aggressive Behavior: Current Perspectives*, New York: Plenum Press, 1994.

intervention should focus on creating environment characterized by warmth; positive interest; adult involvement; firm limits to unacceptable behavior; nonhostile, nonphysical sanctions consistently applied; monitoring and surveillance of students' activities in and out of school; and adults acting authoritatively in appropriate situations

victims might benefit from interacting with other peer groups

Pepler, D.J., and R.G. Slaby. "Theoretical and Developmental Perspectives on Youth and Violence." In L.D. Eron, J.H. Gentry, and P. Schlege., eds., *Reason to Hope: A Psychosocial Perspective on Violence and Youth*, Washington, DC: American Psychological Association, 1994.

risk and protective factor approach should incorporate variables from family, school, and peers; intervention should be varied and long-term

Perry, D.G., et al. "Victims of Peer Aggression." *Developmental Psychology*, 24, 6 (1988): 807-814.

physical, but not verbal, victimization declines with age; difference between verbal and physical victimization greater for girls than for boys; 10% of upper elementary school children victimized; aggressive kids may also be victims; active as well as passive victims disliked by peers

Petty, R.E., et al. "Attitudes and Drug Abuse Prevention: Implications of the Elaboration Likelihood Model of Persuasion." In L. Donohew, H.E. Sypher, and W.J. Bukoski, eds., *Persuasive Communication and Drug Abuse Prevention*, Hillsdale, NJ: Lawrence Erlbaum Associates, 1991.

recipient of information must have motivation, ability, and opportunity to process information, and message must be relevant and have consequences

Powell, K.E., and D.F. Hawkins, eds. "Youth Violence Prevention: Descriptions and Baseline Data from 13 Evaluation Projects," *American Journal of Preventive Medicine*, supplement to 12, 5, September/October 1996.

profiles of various violence prevention projects, including issues like methodological approaches, evaluation design, relationships and resilience, peer and community leader education, and use of multimedia to teach conflict-resolution skills

Rivers, I., and P.K. Smith. "Types of Bullying Behaviour and their Correlates." *Aggressive Behavior*, 20 (1994): 359-368.

direct physical bullying more common among boys than girls; direct-verbal bullying equally common among boys and girls; more girls report indirect bullying; playground most common site for bullying; direct physical or verbal bullying most likely to be reported

Slaby, R.G. "Combating Television Violence." *The Chronicle of Higher Education*, 15, 18 (1994): pp. B1-B2.

effects of viewing violence in mass media: increased meanness, aggression, and violence toward others (aggressor effect); increased fearfulness, mistrust, and self-protective behavior (victim effect); increased desensitization and apathy toward victims (bystander effect); increased self-initiated behavior toward violent material (appetite effect)

effects of viewing prosocial behavior in television: increased helpful behavior, decreased violence

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Slaby, R.G., and W.C. Roedell. "The Development and Regulation of Aggression in Young Children." In J. Worell, ed., *Psychological Development in the Early Years*, New York: Academic Press, 1982.

one of the most reliable predictors of children's level of aggression is the heavy use by parents of harsh, punitive discipline and physical punishment, across factors of age, sex of parents and of children, clinical history of children, socioeconomic class, method of assessment, measure of aggression, target of aggression, and severity of punishment, though causal link difficult to establish; parental warmth, consistency of discipline, high expectations for good behavior, and infrequent exposure to aggressive models related to low levels of aggression in children

watching television can increase children's aggressive behavior and increase children's passive acceptance of real-life aggression

kids who have been successfully victimized continue to be victimized; aggressive kids reinforced with victims' pain; some teachers' reprimands for aggression might reinforce aggressor by providing attention; redirecting aggression toward inanimate objects ineffective; noninterference by adult who observes aggression may be interpreted as approval

reduction in aggression found to be by-product of programs designed to teach empathizing (though not backed by research), problem-solving, self-control, and assertiveness

other factors affecting aggression include crowding, aggressive cues (e.g., toy guns), aggressive games, and competitive games

Slaby, R.G., and P. Stringham. "Prevention of Peer and Community Violence: The Pediatrician's Role." *Pediatrics*, 94, 4 (1994): 608-616.

bystanders may contribute to violence—even if only by presence—and may also help to prevent or stop it

beliefs shared by aggressors as well as supportive bystanders—aggression works, gains respect, prevents victimization, and is none of others' business

effective intervention depends on affecting early formation of "habits of thought"

Slaby, R.G.; Wilson-Brewer, R.; and Kimberly Dash. *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence.* Newton, MA: Education Development Center, Inc., 1994.

patterns of thought and behavior that characterize roles of aggressor, victim, and bystander built throughout childhood, and unchallenged, these patterns likely to lead toward increasing violence

"significant evidence exists to show that an individual's risk for violence can be changed through classroom intervention."

Stouthamer-Loeber, M., et al. "The Double Edge of Protective and Risk Factors for Delinquency: Interrelations and Developmental Patterns." *Development and Psychopathology*, 5 (1993): 683-701.

risk and protective effects often co-occur in same variables, with few variables having only risk or protective effects

Thornberry, T.P., et al. "Resilient Youth." In Huizinga, D., Loeber, R., and T.P. Thornberry, eds., *Urban Delinquency and Substance Abuse*, Washington, DC: U.S. Office of Juvenile Justice and Delinquency Prevention, 1993.

resilient youth—those who are at risk for serious delinquency because of residence in areas of high crime rate or social disorganization but who avoid any involvement in serious delinquency—distinguished from high-rate delinquents because of greater parental supervision and avoidance of association with delinquent and drug-using peers; 8 other potential protective factors don't discriminate across three different cities

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Further Reading about Violence and Violence Prevention
continued

Tolan, P. and N. Guerra. "What Works in Reducing Adolescent Violence: An Empirical Review of the Field." Center for the Study and Prevention of Violence (University of Colorado, Institute for Behavioral Sciences, Campus Box 442, Boulder, Colorado 80309, 303/492-1032), July 1994.

risk factors for serious antisocial behavior—impaired cognitive functioning, low academic achievement, poor peer relations skills, biases and deficits in cognitive processing, poor parental management methods, low emotional cohesion, inadequate family problem-solving and coping skills, association with deviant peers, and community and societal influences

Tremblay, R.E., et al. "Disruptive Boys with Stable and Unstable High Fighting Behavior Patterns during Junior Elementary School." *Journal of Abnormal Child Psychology*, 19, 3 (1991): 285-298.

stable high fighters easily identifiable at early ages (6, 8, 9)

Violence & Youth. Report of the American Psychological Association Commission on Violence and Youth, Vol. 1. American Psychological Association, 1993.

viewing violence increases fear of victimization, desensitization to violence, and appetites for becoming involved with violence

schools can be leading force in helping children reduce and prevent violence

"Violence in America's Public Schools: The Family Perspective." Metropolitan Life Survey of the American Teacher 1994. New York: Louis Harris and Associates, Inc., 1994.

some results of survey (grades 3-12):

36% of junior high and 34% of high school students believe their school does only a fair or poor job of providing a safe environment in the school building; most students don't worry about their own safety going to and from school (though 10% are very worried)

students with poor grades and those who have been victims of violence more frequently involved in all types of confrontational behavior; students with poor grades more likely to believe that walking away from angry scenes is impossible and that apologies are a sign of weakness; students who have been victims of violence more likely to believe that parents cannot help and that adults don't understand their problems

most students don't talk to teachers about problems, either at home or with peers, for a variety of reasons; only 22% of students would tell a teacher about another student who had carried a weapon to school, mainly because of fear of retaliation

Webster, D.W. "The Unconvincing Case for School-Based Conflict Resolution Programs for Adolescents. *Health Affairs*, (winter 1993): 126-141.

no evidence that conflict resolution programs produce long-term changes in violent behavior or risk of victimization; classroom-based curricula alone fail to produce sustainable behavior changes; young people's concern for health may cause violent behavior, not reduce it; late-starting aggressive youth don't need social skills; conflicts not at core of most youth violence

program content should focus on how to handle put-downs, school failure, absence of attachments to positive adult role models, lack of supervised recreational opportunities, allegiances with antisocial peer groups; programs must be broad, e.g., school environments and policies

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Werner, E.E., and R.S. Smith. *Overcoming the Odds: High-Risk Children from Birth to Adulthood.* Ithaca, New York: Cornell University Press, 1992.

at-risk youth not evincing delinquency by adolescence more likely to be first-born, perceived by mothers as affectionate, show higher self-esteem and locus of control, and have alternative caretakers in the family and supportive same-sex model who provided structure

Whitney, I., and P.K. Smith. "A Survey of the Nature and Extent of Bullying in Junior/Middle and Secondary Schools." *Educational Research,* 35, 1 (spring 1993): 3-25.

school size, class size, and ethnic mix not linked with bullying in middle/junior and high schools; most bullying name calling; bullying more geographically widespread in high schools (i.e., playgrounds, hallways, classrooms)

Other Research Consulted for "Preventing Violence: Changing Norms in School Communities"

Christoffel, K.K. "Editorial: Reducing Violence—How Do We Proceed?" *American Journal of Public Health*, 84, 4 (April 1994), 539-541.

Cook, P.J., and Moore, M.J. "Violence Reduction through Restrictions on Alcohol Availability." *Alcohol Health & Research World*, 17, 2 (1993): 151-156.

Earls, F. "A Developmental Approach to Understanding and Controlling Violence." In H.E. Fitzgerald, et al., Eds., *Theory and Research in Behavioral Pediatrics*, 5, New York: Plenum Press, 1991.

Earls, F., et al. "The Control of Violence and the Promotion of Nonviolence in Adolescents." In Susan G. Millstein, et al., Eds., *Promoting the Health of Adolescents*, New York: Oxford University Press, 1993.

Ginsberg, C., et al. "Violence-Related Attitudes and Behaviors of High School Students—New York City, 1992." *Journal of School Health*, 63, 10 (December 1993): 438-439.

Hawkins, J.D., et al. "Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention." *Psychological Bulletin*, 112, 1 (1992): 64-105.

Hawkins, J.D., Catalano, R.F., et al. *Communities That Care*. San Francisco: Jossey-Bass Publishers, 1992.

Kennedy, L.W., and Baron, S.W. "Routine Activities and a Subculture of Violence: A Study of Violence on the Street." *Journal of Research in Crime & Delinquency*, 30, 1 (February 1993): 88-112.

Kingery, P.M., Pruitt, B.E., and Hurley, R.S. "Violence and Illegal Drug Use among Adolescents: Evidence from the U.S. National Adolescent Student Health Survey." *International Journal of the Addictions*, 27, 12 (December 1992): 1445-1464.

Mrazek, P. and R. Haggerty, Eds. *Reducing Risks for Mental Disorders: Frontiers for Preventive Intervention Research*. Washington, DC: National Academy Press, 1994.

"The Prevention of Youth Violence: A Framework for Community Action." National Center for Injury Prevention and Control. Atlanta, GA: Centers for Disease Control and Prevention, 1993.

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